

Indiana School for the Deaf Faculty Handbook



2001-2002

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MISSION STATEMENT

We, the community of the Indiana School for the Deaf, provide a program that promotes academic excellence and the full emotional, social, intellectual and physical development of our students through a bilingual/bicultural environment.

PHILOSOPHY

The program at the Indiana School for the Deaf reflects a bilingual/bicultural philosophy. Following this philosophy, the program provides for early language acquisition and facilitates the development of two languages, American Sign Language and English. For most Deaf students, American Sign Language is the accessible, dominant language used for communication and thinking, while English is learned as a second language. By fostering competencies in these two languages and by providing an academically and culturally enriched learning environment, Deaf students have the opportunity to develop a sense of identity within the Deaf community. They also have the opportunity to develop the knowledge, skills and attitudes necessary to function effectively with members of the Hearing community.

Through a holistic experience of quality education and appropriate resources, Deaf students at the Indiana School for the Deaf have the opportunity to develop to their full potential in a safe, comfortable and challenging environment.

BELIEFS

We believe that -

- all people have equal value,
- all students can learn and are lifelong learners,
- Bilingual/Bicultural education is a basic right for Deaf and hard of hearing students,
- American Sign Language (ASL) and English are two separate languages,
- students share a common (Deaf) culture, a common language (ASL), and common heritage,
- Deaf and hearing interactions are vital to students' bicultural development,
- all staff, families, and community members are educators,
- learning environments include, but are not limited to, home, dormitory, school and communities,
- students benefit when their parents and families are involved in the education process,
- a safe, secure, inviting and healthy school environment is essential for learning,
- all students need to be immersed in a creative, challenging environment that encourages risk-taking during learning experiences,
- all students should be challenged to take risks that enhance their social, emotional and intellectual skills,
- students have the right to have their individual needs met through learning opportunities that promote optimum success and independence, and
- students should have cultural awareness, respect, and sensitivity when choosing a natural mode of communication with peers, staff, family, and the diverse, multicultural society.

INDIANA SCHOOL FOR THE DEAF HISTORY

In February of 1843, the state of Indiana, even though nearly bankrupt, recognized its responsibility to educate its Deaf residents by levying a tax of two mills (1/1000) on each one hundred dollars worth of property. Money generated from this tax was appropriated for a school for Deaf children. The state also rewarded the efforts of James McLean, a Deaf man from New York, with payment of \$200 in recognition of his attempt to establish a school in Parke County, Indiana. While his efforts lasted only a year, they served to draw the attention of the General Assembly to the need for education of Deaf children in Indiana.

William Willard, a Deaf man teaching at the Ohio Deaf School in Columbus, traveled to Indianapolis in May of 1843 and presented himself with credentials to the General Assembly proposing the establishment of a school for Deaf children in Indiana. On May 30, 1843, the General Assembly enacted a resolution endorsing William Willard's interest in opening a Deaf School.

Willard, a graduate of the American School for the Deaf in Hartford, Connecticut, had been a student of the great Laurent Clerc, the Father of Deaf education in America. His wife, Eliza Young Willard, was an alumnus of the Ohio Deaf School. Together, they advertised throughout the state of Indiana for potential students. Willard traveled the state on horseback that summer demonstrating his methods and recruiting students for school. On October 1, 1843, the Willard School opened with twelve pupils. William and Eliza both served as instructors with Willard being responsible for the boys' and his wife for the girls' general care.

The school prospered, and in December of that same year the state passed a law that established the Willard School as a state institution. Willard was appointed principal of this school which, after a law passed in January 1846, became the sixth state school but the first state school in the nation to provide free education to Deaf children. After being located in three different rented quarters in the downtown area of Indianapolis, the state built in 1850, a spacious new school east of the city on the National Road.

The Indiana Deaf School, at that time named the Indiana Asylum for the Education of the Deaf and Dumb, remained at this location on the corner of State and Washington Streets for many years. Willard continued as a teacher at the school until his retirement in 1860. The Greek Revival house that Willard built was considered one of the finest home in Indianapolis. After much wear and decay on the State Street campus, the state approved the construction of a new campus for the school on East Forty-Second Street on the north side of Indianapolis.

The construction and opening of this campus was delayed from 1907 until 1911 due to cost overruns and faulty construction. Much public debate was held about the cost of such magnificent buildings of monumental stature that became the present day campus of the Indiana Deaf School. Located on 80 acres in a beautiful campus setting, the school's main buildings are registered as historic landmarks. The Indiana Deaf School is a fully accredited school and resource center recognized nationally for its leadership in education. ISD is the first state Deaf school to adopt a Bilingual/Bicultural philosophy.

**Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205-2099**

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GENERAL EDUCATION DEPARTMENT POLICIES

1. The regular school day runs from 8:00 to 3:50 p.m. Education faculty and staff are expected to be in their room and ready for the day at 7:50 a.m. Faculty/Staff members are expected to stay until meetings are completed at the end of the day. Faculty/Staff members who leave the school grounds before 3:50 p.m. should notify the department assistant principal or secretary.
2. Both for reasons of accountability and assistance with family emergencies, staff must post a note on their door when they depart for another room or building on campus. This applies only if the staff member is away from the workstation for more than five minutes.
3. Request for class coverage should be made with the department assistant principal. No requests from teacher to teacher will be honored. A preparation period should be used for short-term absences, if at all possible.
4. All faculty/staff should pick up their mail before school and when possible at lunch, and before leaving campus at the end of the day.
5. Faculty/Staff members are on duty during the entire day. They have the authority and are expected to deal with any situation that may come within their observation, always keeping in mind the best interests of the student and ISD.
6. Faculty/Staff members are responsible for the students in their presence regardless of grade level or class. In carrying out these general responsibilities the faculty/staff member will have the full cooperation and backing of the administration.
7. Faculty/Staff should follow the appropriate procedure for calling in sick. (Policy included)
8. There will be no solicitation of funds or sales on campus without approval of the office of the Superintendent and/or the office of the Principal.
9. Each school organization, department, faculty, or staff member must keep financial records and follow all procedures of the Business Office. (See SRF Policy included)
10. Students are not to be given permission to use phones/TTY during class time unless approved by the department assistant principal or related to the curriculum.
11. Students must be accompanied by their teacher to the teacher's lounge.
12. Accurate accounting of student attendance is required by school law. Faculty/Staff members will personally check attendance and follow the procedure of the department for reporting absences. Department assistant principals and secretaries will document absences and follow the school attendance policy in regards to reporting absences to parents/guardians.
13. Students who are assigned to a faculty member for any period are the responsibility of that faculty member regardless of where those students may be in the building or on campus. A

faculty/staff member must keep students assigned to him under his visual surveillance at all times or obtain the consent of another qualified employee to exercise that visual supervision.

14. Permission for students to leave the school grounds during the school day is granted only when written permission is obtained from the parents/guardians. This permission will be granted by the department assistant principal only.
15. Attendance sheets must be signed by the faculty/staff member and turned in by the required date to the department assistant principal every pay period (Wednesday).
16. Students who become ill are to be sent to the Health Center through the department assistant principal's office. The Health Center will arrange for students to be sent home if needed.
17. All classroom speakers or visitors must be approved by the department assistant principal. The Principal's office and Campus Police will be informed by the department assistant principal.
18. Students should expect at least 10-20 minutes of homework per night from each one of their subjects (except on Fridays). This amount will vary with the different subjects areas and the type of content taught at the time. The homework should be designed to achieve course goals but avoid "busywork".
19. Whenever a student is in a lab where tools are being used, each student must wear safety glasses, even if students are surrounding a teacher with a demonstration in progress. The term "tool" includes both those used manually (hammer, screwdriver) and those powered.
20. Field trip request forms must be completed two weeks prior to the trip. (see Field Trip Request Form included)
21. Vehicle request forms must be completed two weeks prior to the date needed. (Form included) Faculty/Staff members are responsible to inform the Student Life Department of any problems with ISD vehicles they have driven. State laws and ISD policies for use of vehicles must be followed at all times.
22. All transportation and SRF requests must be made two weeks prior to the date needed. Money for prior purchases will not be refunded when a receipt is given to the Business Office. The SRF form must be completed/approved and a check made out before purchases are made. No purchases can be made without approval of the Supervising Teacher.
23. Faculty/Staff members are expected to handle the "minor" day-to-day discipline in their classroom. Manpower simply is not available for the office to handle minor annoyances. Faculty/Staff must use an array of their own interventions. PRIM workbooks are available in each department assistant principal office for example of discipline interventions.
24. Teachers are expected to fully utilize class time for instruction.

POLICIES AND PROCEDURES EDUCATIONAL STAFF

1. School hours: Daily School hours for students are:

Preschool	-	8:00 a.m. – 3:05 p.m. Mondays – Thursdays (Day Students)
Elementary	-	8:00 a.m. - 3:05 p.m. Mondays – Thursdays (Resident Students)
		8:00 a.m. – 3:10 p.m. (Day Students)
		8:00 a.m. - 3:10 p.m. (Resident Students)
Middle School-		8:00 a.m. - 2:50 p.m. (Day Students - Fridays only)
High School	-	8:00 a.m. - 3:15 p.m.
		8:00 a.m. - 3:15 p.m.

2. Working hours for teachers and aides: All Classroom teachers are expected to report to work at 7:50 a.m. and leave at 3:50 p.m. daily unless they use flex time. All aides will receive instructions from their department assistant principals regarding lunch duty and bus duty.

3. Lunch Duty: Anyone having lunch duty is entitled to a free lunch. Teachers on lunch duty must sit with or near students. Teachers will have two lunch duties per week (with the exception of Preschool). Lunch hours are:

Preschool	-	10:40 a.m. to 11:30 a.m.
Elementary	-	(K-2) 11:45 a.m. to 12:15 p.m. & (3-5) 12:30 p.m. to 1:00 p.m.

Middle School-	11:20 a.m. to 11:50 a.m.
High School	- 12:10 p.m. to 12:40 p.m.

4. Prep time: All teachers will have one (55 minute) prep time daily, or 275 minutes per week. Anyone having an extra prep time for a special project must have permission from the department assistant principal. Aides may have up to two 15-minutes breaks within working hours during the day at the department assistant principal's discretion.

5. Going off campus during school hours: Staff members must to notify their department assistant principals if they plan to leave the campus (other than during their lunch period). Staff members are responsible to return in time for their classes.

6. Class transition duty: The department assistant principals will schedule staff to monitor class transition at designated places in order to control student traffic at the beginning and end of the school day and before and after lunch. High School residential/athletic program students are to enter and exit at the High School back door. Middle School students are to enter and exit at the Middle School back door. High School students will use the Vocational West door, Middle School students will use the Vocational East door. Any student remaining in the school building after 3:00 p.m. must have a pass and be under the supervision of a staff member. Dormitories must be informed by a staff member if student stay at school past 3:00 p.m.

7. Restroom passes: No High School or Middle School students are permitted to leave for the restroom during class time unless it is an emergency. Students should use passing time

between classes to use the restroom. Students found in restrooms at other times without passes will be reported to the department assistant principal.

8. Vacation, holiday, and comp days: All classroom teachers and aides are expected to work during school days while students are in school. Use of vacation, holiday, or comp days during school days may be granted with the department assistant principal's approval. If a substitute is needed the request must be approved by the Principal. The Request of Leave Form must be filled out. Education staff is encouraged not to take any more than three (3) vacation and/or comp days off during student contact (180 days) days during the school year.

FACULTY PROFILE

NAME _____

DEPARTMENT _____

ADDRESS _____

PHONE NUMBER _____

EMERGENCY INFORMATION

NAME _____ **PHONE** _____

RELATIONSHIP _____

NAME _____ **PHONE** _____

RELATIONSHIP _____

TEACHERS

ACCOUNTABILITY BY EXAMPLE.....

Teachers will:

- _____ Supervise students at all times.
- _____ Report any concerns, problems, or conflicts to the supervising teacher.
- _____ Arrive and be prepared to work on time.
- _____ Follow the policy for the Teacher of Record (TOR) Responsibilities.
- _____ Be or act professional at all times with students, staff, and parents.
- _____ Demonstrate a positive approach with people.
- _____ Demonstrate commitment to ISD (curriculum, school philosophy, support extra curricula activities, supervise/coach activities or sports, in-services, workshops, on/off campus, department meetings, tutorial sessions).
- _____ Follow the policy in the Education Staff Handbook (first In-Service days in the fall Department Assistant Principals will coordinate schedules and activities).
- _____ Utilize teaching methods appropriate for individual students including learning styles.
- _____ Read and follow the individual education plans for all of your students (required).
- _____ Provide for full use of the class period.
- _____ Apply updated educational trends.
- _____ Respect the ISD facilities.
- _____ Use proper forms and complete all requests following appropriate time lines.
- _____ Follow all campus police directives.
- _____ Meet all deadlines.
- _____ Report all abuse situations to the Department Assistant Principal, since failure to report is a crime.
- _____ Establish classrooms and facilitate activities that are student centered.
- _____ Use portfolios as an evaluation tool for students.
- _____ Prepare and maintain teacher's own portfolio (for sharing with the department assistant principal at the end of the year).
- _____ Serve as a role model.
- _____ Call parents back within 24 hours when receiving phone messages.
- _____ Respond within 48 hours to parents memorandum, notes, letters in writing or by calling or making an appointment.
- _____ Create a family-friendly atmosphere.
- _____ Follow calling in sick procedures.
- _____ Demonstrate commitment to ISD Desired Learner Outcomes (DLO).
- _____ Provide for a pleasing visual environment (classrooms decorated, bulletin boards current, student work displayed).
- _____ Solve discipline issues at own level.
- _____ Follow ISD Curriculum.

POSITION DESCRIPTION TEACHER

I. Plans instructional units of study

A. Quality:

1. Uses student-centered teaching and evaluating techniques that address student needs. (i.e., cooperative learning, hands-on activities, one-on-one instruction)
2. Teaches in a manner consistent with curricula. (i.e., IEP, textbooks, course description, yearly plans, quarterly plans)

Recognizes and provides for individual differences in learning styles and abilities of students by adapting tasks and materials.

3. Uses media/library/resource as indicated in lesson plans.
4. Uses a technology component in lesson.
5. Lesson Plans will include (see attachment)

1. Objective
2. Behavior/performance
3. Materials
4. Homework four days a week

Above Standard: IEP's lesson plans, units and/or classroom observations reflect individual goals for students through the same or different activities on a daily basis in every class period.

Standard: IEP's lesson plans, units and/or classroom observations reflect individual goals for student through the same or different activities on a daily basis in the vast majority of class periods.

Below Standard: IEP's lesson plans, units and/or classroom observations reflect class goals for students with little concern for individual differences.

B. Quantity: Not Applicable

C. Timeliness: (36 weeks – one school year)

1. Completes work and materials by deadline date within reasonable limits.
2. Lesson plan must be available in the classroom:

Above Standard = 90%

Standard = 80%

Below Standard = 70%

II. Provides and maintains a classroom learning environment

A. Quality:

1. Manages student behavior. Consistently maintains a classroom learning environment. Constantly monitors students for program needs. Needs minimal supervision in designing, implementing, and administering such programs. But, if needed, seeks proper guidance from professionals to help develop, design, implement, and administer programs for students with problem behaviors. Consistently follows the developed programs.
2. Relates to students in a professional manner, acts as a role model for students, establishes a rapport with students and makes referrals and follow-ups when necessary and appropriate.
3. Makes efforts to motivate students to achieve their highest potential. Consistently

- relates to students in a manner that foster their high self esteem. Makes learning interesting and challenging. Creates a positive, pleasant and productive learning environment. Experiments with a variety of techniques to motivate each student.
4. Makes time for student outside of class when needed.
Maximizes instruction time including begins and ends classes/lessons on time and does not permit classroom interruptions. (i.e. All of the class period is used for academic instruction, not for completing homework or socializing.
 5. Maintains an educationally productive classroom. Consistently has an attractive and productive classroom to simulate learning. (i.e., multicultural, Deaf-related, course-related, student's work displays). Classroom environment must be or include:
 - a. Uncluttered
 - b. Safety
 - c. Examples of cultural information
 - d. Materials displayed related to subject taught
 - e. Student's work on display
 6. Promotes lifelong learning in students through modeling and discussions.
 Above Standard = Four or more of the above 90% of the time
 Standard = Three of the above 80% of the time
 Below Standard = Two or less of the above 70% of the time or below
- B. Quantity: Not applicable
- C. Timeliness: Not applicable

III. Performs/organizes required tasks and activities

- A. Quality:
1. Supervises students outside of the classroom (i.e.: detention hall, on campus, bus loading and unloading, study hall, hallways, cafeteria, library, playground, recess, trips, etc.) ensuring student safety and compliance with department rules.
 2. Organizes and supervises field trips/activities for students so that events are well planned and may be trouble free.
 3. Trains, supervises, and assists in evaluating paraprofessionals and/or student teachers. Makes efforts to enrich the experiences of paraprofessionals and/or student teachers when applicable.
 4. Administers/monitors achievement test per instructions when applicable.
 5. Adheres to school/state policies and procedures (including educational policy, discipline policy, etc.)
- B. Quantity: Not applicable
- C. Timeliness:
1. Completes all forms and organizational activities by deadline date. Carries out responsibilities on time unless under special/severe circumstances.

IV. Demonstrates Professional Growth and Development

- A. Quality:
1. Is appropriate, courteous and helpful in all correspondence and conversations. Responds to change responsibly.
 2. Maintains a professional appearance personally in dress and demeanor as appropriate.

- 3. Informs superiors of all appropriate departmental situations. Adheres to channels of command.
- 4. Reports of departmental on content of workshops attended on school funds and/or released time in form designated by the departmental director.

B. Quantity:

1. Attends professional development activities/training's off campus per year and attends on campus inservices/workshops annually. These may or may not be limited to specific subject areas taught by the individual teachers.
 Above Standard = 2 off campus workshops & 90% of on campus workshops/in-services
 Standard = One off campus workshop & 80% of on campus workshops/in-services
 Below Standard = No off campus workshops & 70% of on campus workshops/in-services
2. Participates in one curriculum committee and one special project, i.e. coach or organizational sponsored annually,
OR Participates in one curriculum committee and eight athletic events annually.
 Above Standard = Serves on two curriculum committees and two special projects annually or two curriculum committees and twelve athletics events annually
 Standard = One curriculum committee and one special project or one curriculum committee and eight athletic events
 Below Standard = Least than the requirements for standard
3. Visits off campus school programs annually, i.e. other public school programs in Indiana or the nation.
 Above Standard = Two or more off campus programs
 Standard = One off campus program
 Below Standard = No off campus programs
4. Attends department/school meetings/in-services
 Above Standard = 95%
 Standard = 85%
 Below Standard = 75%

V. Completes Necessary Forms and Reports

A. Quality:

1. Completes forms and reports neatly, accurately and with all appropriate information included (IEP, ACR comment sheets, students attendance slips, weekly student reports, report cards, health forms, discipline forms, etc.).

B. Quantity: Not applicable

C. Timeliness:

1. Completes all forms and reports by due date.

VI. Demonstrates Initiative/Resourcefulness

A. Quality:

1. Displays leadership in innovative classroom/instructional changes and examines new ideas with an open mind.
2. Contributes ideas and efforts to department and school improvements.
3. Demonstrates repeatedly a willingness to work beyond working hours and regular duties to affect changes and/or complete tasks.
4. Deals appropriately with student problems.
5. Accepts constructive criticism in a positive manner and seeks improvement.
6. Carries out responsibilities without being reminded.
7. Follow up on matters as needed.
8. Adjusts to changes in scheduling and routine responsibility.
9. Involved with documentation of research on new classroom methodologies and philosophies.

Above Standard = Consistently makes self available to students even if it requires staying beyond school hours. Actively displays interest in student welfare. Resolves problems consistently at own level with a minimum of disruption and maintains confidentiality as appropriate. Only those who need to know of the incident are informed.

Standard = Generally makes self available to students after school hours. Generally displays interest in student welfare. Generally resolves problems at own level with a minimum of disruption. Maintains confidentiality as appropriate.

Below Standard = Rarely or never makes self available to students after work hours. Rarely or never shows interest in student welfare. Consistently needs help resolving problems. Breaches confidentiality.

B. Quantity: Not applicable

C. Timeliness: Not applicable

VII. Assumes Additional Related Duties as Assigned

A. Quality

1. Accepts assignments as directed in professional manner. (i.e. covering other classes, detention hall, cafeteria, etc.).
2. Completes tasks assigned as directed.

Above Standard = 90%

Standard = 80%

Below Standard = 70%

B. Quantity: Not applicable

C. Timeliness: Completes assignments by due date.

Above Standard = 90%

Standard = 80%

Below Standard = 70%

TEACHER ASSISTANTS ACCOUNTABILITY BY EXAMPLE.....

Teacher Assistants will:

- _____ Supervise students at all times.
- _____ Report any concerns, problems, or conflicts to the teacher or supervising teacher.
- _____ Arrive and be prepared to work on time.
- _____ Be or act professional at all times with students, staff, and parents.
- _____ Demonstrate a positive approach with people.
- _____ Demonstrate commitment to ISD (curriculum, school philosophy, support extra curricula activities, supervise/coach activities or sports, in-services, workshops, on/off campus, department meetings, tutorial sessions).
- _____ Follow the policy in the Education Staff Handbook (During first In-Service days in the fall Department Assistant Principals will coordinate schedules and activities).
- _____ Utilize paraprofessional methods appropriate for individual students including learning styles.
- _____ Read and follow the individual education plans for all of your students.
- _____ Provide for full use of the class period.
- _____ Apply updated educational trends as instructed by the teacher.
- _____ Respect the ISD facilities.
- _____ Use proper forms and complete all requests following appropriate time lines.
- _____ Follow all campus police directives.
- _____ Meet all deadlines.
- _____ Report all abuse situations to the Department Assistant Principal, since failure to report is a crime.
- _____ Utilize classrooms and facilitate activities that are student centered.
- _____ Assist teachers with portfolios as an evaluation tool for students.
- _____ Serve as a role model.
- _____ Call parents back within 24 hours when receiving phone messages.
- _____ Respond within 48 hours to parents memorandum, notes, letters in writing or by calling or making an appointment.
- _____ Create a family-friendly atmosphere.
- _____ Follow calling in sick procedures.
- _____ Demonstrate commitment to ISD Desired Learner Outcomes (DLO).
- _____ Assist teachers in providing a pleasing visual environment (classrooms decorated, bulletin boards current, student work displayed).
- _____ Solve discipline issues at the lowest level.
- _____ Follow ISD Curriculum as directed by teachers.

POSITION DESCRIPTION TEACHER ASSISTANT

I. Assists With Educational Programming

A. Quality

1. Supervises students, maintaining control at all times, utilizing appropriate disciplinary procedures as necessary.

2. Effectively assists students

Standards: Consistently follows instructions of teacher in content to be taught. Gives relevant, correct and current information. Is able to maintain student interest using a variety of techniques.

3. Assists in planning programs

Standards: Consistently makes constructive, thoughtful ideas. Is able to help identify what a student needs to learn and maintain motivation.

Evaluation of #1, #2, & #3

Above Satisfactory = 90% of the time

Satisfactory = 80% of the time

Unsatisfactory = 70% or less of the time

B. Quantity – Not applicable

C. Timeliness

1. Completes assignments related to above on time.

Evaluation:

Above Satisfactory = 90% of the time

Satisfactory = 80% of the time

Unsatisfactory = 70% or less of the time

II. Supervises Students Outside of the Classroom

A. Quality

1. Supervises student behavior appropriately on and off campus.

Standard: Consistently accepts supervisory assignments in a positive manner. Maintains control of students at all times. Is always aware of safety factors and prevents behaviors which might lead to dangerous situations.

Evaluation:

Above Satisfactory = 90% of the time

Satisfactory = 80% of the time

Unsatisfactory = 70% or less of the time

B. Quantity – Not applicable

C. Timeliness

1. Arrives to work on time

Evaluation:

Above Satisfactory = 90% of the time

Satisfactory = 80% of the time

Unsatisfactory = 70% or less of the time

III. Completes Necessary Forms and Reports

A. Quality

1. Completes forms and reports neatly, accurately and with appropriate information included.

Evaluation:

Above Satisfactory = 95% of the time
Satisfactory = 90% of the time
Unsatisfactory = 85% or less of the time

B. Quantity – Not applicable

C. Timeliness

1. Completes all forms and reports by due date

Evaluation:

Above Satisfactory = 95% of the time
Satisfactory = 90% of the time
Unsatisfactory = 85% or less of the time

IV. Demonstrates Initiative and Resourcefulness

A. Quality

1. Contributes ideas and efforts to department and school improvement.

Standard: Consistently seeks ways to improve school. Demonstrates repeatedly a willingness to work beyond working hours and regular duties when necessary to affect changes and/or complete tasks. (All required over-time will be paid according to regulations.)

Evaluation:

Above Satisfactory = 90% of the time
Satisfactory = 80% of the time
Unsatisfactory = 70% or less of the time

2. Deals appropriately with student problems.

Standard: Consistently makes self available when necessary even if it requires staying after school hours. Actively displays interest in student welfare. Consistently helps resolve problems and maintains confidentiality as appropriate. (Only those who need to know of incident are informed.)

Evaluation:

Above Satisfactory = 95% of the time
Satisfactory = 90% of the time
Unsatisfactory = 85% or less of the time

3. Accepts constructive criticism in a positive and appropriate manner and seeks improvement
4. Carries out responsibilities without being reminded or prodded.
5. Follows up on matters as needed.
6. Displays interest in innovative classroom and instructional changes and examines new ideas with an open mind.

7. Adjusts to changes in scheduling and routine in a positive manner.

Evaluation for #3 - #7:

- B. Quantity – Not applicable
- C. Timeliness – Not applicable

V. Demonstrates Professionalism

A. Quality

1. Is appropriate, courteous and helpful in all correspondence and conversations. Responds to change in a positive manner.
2. Maintains a professional appearance personally in dress and demeanor as appropriate for and consistent with job requirements.
3. Informs superiors of all appropriate departmental situations. Adheres to channels of command.
4. Reports to department on content of workshops attended in form designated by the supervisor.

Evaluation for #1 - #4:

Above Satisfactory = 90% of the time
Satisfactory = 80% of the time
Unsatisfactory = 70% or less of the time

B. Quantity – Not applicable

C. Timeliness

1. Informs supervisor in a timely manner as situation requires.

Evaluation:

Above Satisfactory = 90% of the time
Satisfactory = 80% of the time
Unsatisfactory = 70% of the time

VI. Performs Related, Additional Duties as Assigned

A. Quality

1. Accepts assignments as directed in professional manner.
2. Makes classroom materials neatly and correctly as assigned.
3. Completes tasks appropriately.
4. Accurately grades student paperwork/tests.

B. Quantity – Not applicable

C. Timeliness

1. Completes above assignments on time.

Evaluation for A and C:

Above Satisfactory = 95% of the time
Satisfactory = 90% of the time
Unsatisfactory = 85% of the time

SUPERVISING TEACHERS ACCOUNTABILITY BY EXAMPLE

Supervising Teachers will:

- _____ Supervise staff at all times.
- _____ Report any concerns, problems, or conflicts to the Principal.
- _____ Arrive and be prepared to work on time.
- _____ Be or act professional at all times with students, staff, and parents.
- _____ Demonstrate a positive approach with people.
- _____ Demonstrate mutual respect with all parents, staff, and students
- _____ Demonstrate commitment to ISD (curriculum, school philosophy, support extra curricula activities, supervise/coach activities or sports, in-services, workshops, on/off campus, department meetings, tutorial sessions).
- _____ Follow the policy in the Education Staff Handbook (coordinates and schedule in the fall for In-Service days).
- _____ Utilize teaching methods appropriate for individual students including learning styles.
- _____ Demonstrate flexibility.
- _____ Respect the ISD facilities.
- _____ Use proper forms and complete all requests following appropriate time lines.
- _____ Follow all campus police directives.
- _____ Meet all deadlines.
- _____ Report all abuse situations, since failure to report is a crime.
- _____ Prepare and maintain teacher's own portfolio (for sharing with the Principal at the end of the year).
- _____ Call parents back within 24 hours when receiving phone messages.
- _____ Respond within 48 hours to parents memorandum, notes, letters in writing or by calling or making an appointment.
- _____ Create a family-friendly atmosphere.
- _____ Follow calling in sick procedures.
- _____ Demonstrate commitment to ISD Desired Learner Outcomes (DLO).
- _____ Provide for a pleasing visual environment (classrooms decorated, bulletin boards current, student work displayed).
- _____ Solve discipline issues at own level.
- _____ Follow ISD Curriculum
- _____ See each staff member face to face at least three times per week.
- _____ Use a variety of communication methods: paper, 1-on-1, small group, and/or large group.
- _____ Watch for warning signs of department/school nature from students, parents, and/or staff and communicate to the Principal. Monitor the "environment," then handle the situation.
- _____ Participate with teachers and students on field trips, at convocations (workshops), and/or assemblies.

TEACHER OF RECORD ACCOUNTABILITY BY EXAMPLE

- _____ Completes responsibilities required for Triennial Evaluations.
- _____ Receives a copy of each of their Student of Record's Individualized Education Plan (IEP) and class schedule from department secretary.
- _____ Meets with each of the student/teachers to discuss the student's IEP.
 - a) This occurs within one week after receiving the IEP.
 - b) TOR will meet formally or informally at least twice a quarter to follow up on the student's progress.
- _____ Provides direct and indirect services to the student based on the IEP.
- _____ Meets with parents of their Student of Record on Registration Day.
 - a) TOR contacts parents at least one time a quarter throughout the school year.
- _____ Becomes the schools and department contact person with the parents.
- _____ Serves as consultant and resource person to other staff working with her/his Student of Record.
- _____ Serves as the student's teacher during the Annual Case Review (ACR) gathering all information from the student's teacher at least one week prior to the AC.
- _____ Will work with the teachers to develop a Student Athlete Improvement Plan for any of the TOR Student of Record who have below a 2.0 GPA.

(This applies to only MS or HS athletes.)

CLASSROOM OBSERVATION CHECKLIST

Date: _____

Teacher: _____

Observer: _____

Time: _____

Subject/Topic: _____

Period: _____

Activity: _____

Formal: _____ Informal: _____

Things I like:

- _____ 1. Environment reflects ISD educational objectives (visual aids, safety issues, student work displayed, deaf cultural information displayed, bulletin boards displayed, up-dated materials, uncluttered classroom.
- _____ 2. Lesson was curriculum-related and based on **DOE/ISD** guidelines.
- _____ 3. Lesson cycle in progress (focus, teaching, guided practice, independent practice, closure) and lesson plan was followed.
- _____ 4. Lesson was student centered with students actively involved in the lesson.
- _____ 5. Attention given to individual learning styles.
- _____ 6. Individual needs of students addressed.
- _____ 7. Bilingual/Bicultural strategies used (ASL/ESL approach, attention-getting strategies, visual aids, cultural cues, strategies involve students)
- _____ 8. Lesson utilized cooperative learning/peer tutoring/group dynamics.
- _____ 9. Lesson had a technological component.
- _____ 10. Lesson had a multicultural component.
- _____ 11. Media resources utilized (if applicable).
- _____ 12. Manipulatives utilized (if applicable).
- _____ 13. Students encouraged with positive reinforcement.
- _____ 14. Classroom management/discipline implemented.
- _____ 15. Teacher's aide/student teacher utilized in the teaching process (if applicable).

Comments: _____

Suggestions for Improvement: _____

Please note: This form is not be confused with the annual performance appraisal. It is being used as a tool to generate input and feedback in an effort to improve classroom instruction. Information from these forms and other methods of evaluation will help make up a teacher's final appraisal. If you would like to discuss an informal observation, please make an appointment with your observer.

DESIRED LEARNER OUTCOMES GOAL STATEMENTS

The Indiana Deaf School, in accordance with the Curriculum Advisory Council of the Indiana State Board of Education, envisions a future in which our graduates will have the opportunity to pursue a common core of lifelong learning which will prepare them to manage the rapid growth of information, to meet personal needs and to contribute to the human community within a rapidly changing environment.

Mastery of Basic Skills and Fundamental Process

Our graduates will utilize bilingual fluency and demonstrate abilities to sense, listen/attend, observe, communicate, read, write, quantify, compute, and conceptualize.

Development of Intellect

Our graduates will exhibit the ability to think rationally and to make judgements and decisions based on appropriate knowledge.

Attainment of Interpersonal Understandings

Our graduates will demonstrate comprehension and application of family and group communications, functions, and relationships in various social, cultural, and ethnic settings.

Enculturation

Our graduates will demonstrate understandings and application of norms, values, traditions, languages, and aesthetic contributions of our society and civilization.

Citizenship Participation

Our graduates will express perspectives and skill in exercising democratic privileges and responsibilities of social, political, and environmental memberships.

Career/Vocational Preparation

Our graduates will demonstrate the attitudes and skills required to secure and maintain employment.

Moral and Ethical Character Development

Our graduates will demonstrate judgements and behaviors reflecting truth and goodness.

Emotional and Physical Well-Being

Our graduates will demonstrate the abilities to cope with and accept emotional, physical, psychological and social changes within themselves and others.

Creativity and Aesthetic Expression

Our graduates will contemplate and respond to new ideas and different points of view, imaginative alternatives offered by others for producing social-cultural benefits, expressions of personal feeling through creative works, and enjoyment of beauty.

Self-Realization

Our graduates will express the ability to know one's self, search for meaning in one's activities, make purposeful and responsible decisions, develop a philosophy of one's existence, and select lifelong learning goals.

*Adapted from Indiana's Common Core of Lifelong Learning,
Indiana Curriculum Advisory Council*

2001-2002 CALLING-IN SICK PROCEDURE

Pam Lewis will be handling all calls from you regarding the need for substitute teachers. Please follow these procedures:

- If at all possible, contact Pam at school the afternoon/evening before your day out (in the event that you know you will be out the next day). The office can be reached at (317) 924-8402 (V/TTY).
- Pam will report to work at 6:30 a.m. and can be reached at the office number.
- The earlier contact is made, the more likely you will receive a substitute teacher. Please call before 7:00 a.m. in order to give departments time to prepare for classes.
- Pam's backup contact is Dan Stutler.
- In the event that you are *late getting to work*, please call the Pam she will relay the message to the appropriate department.
- **Avoid** contacting Campus Police in regards to being absent from school and needing a substitute teacher.

INTERVENTION WITH SUICIDAL - AT RISK STUDENTS

Suicide identification and/or attempts are fortunately still infrequent occurrences among our students. However, they are becoming more commonplace among school age children in this country. To address this concern, the following policy will be utilized (a detailed version of the policy/procedure can be obtained from any Supervising Teacher, Dean, or Counselor):

1. Student (suicidal/at-risk behavior) identified.
2. Staff notifies Supervising Teacher/Dean/Athletic Director
3. If there is immediate danger, ISD Security will be notified (possible 911 emergency contact)
4. If there is not an immediate danger parents will be notified to come to ISD and take their student home
5. ISD counselor will do an intake assessment and complete a "No Harm Contract" with the student
6. Parents will have the option of taking their student to:
 - A. Family doctor or psychiatrist
 - B. Crisis Center or Mental Health Clinic
 - C. ISD's School Psychiatrist at Behavioral Corp.
7. In order for the student to return to ISD, parents must bring a written release statement from one of the three professionals stating that the student is safe and able to function normally in both the educational and residential settings.

Flowchart - Abuse Reporting Educational Programs

1. Student hurts student:

Reported by Educational Staff/Student to Supervising Teacher

- Medical Attention - Health Center - Ext. 409
- Incident report
- Supervising teacher or teacher will contact parent
- Report to Social Services Specialist (Health Center will also report)
- Initial notification to Principal and Superintendent

2. Student hurts staff:

Reported by Educational Staff/Student to Supervising Teacher

- Medical Attention - Health Center/Ext. 409
- Incident report
- Report to Social Services Specialist
- Initial notification to Principal and Superintendent

3. Staff hurts student:

Reported by Educational Staff/Student to Supervising Teacher

- Medical Attention - Health Center/Ext. 409
- Report to Social Services
- Supervising Teacher investigates incident
- Initial notification to Principal and Superintendent
- Call parents within 24 hours

4. External Incidents

- Reported by Educational Staff/Student to Supervising Teacher
- Medical Attention - Health Center/Ext. 409
- Report to Social Services Specialist
- Initial notification to Principal and Superintendent

When specific area Supervising Teacher is out; incident should be reported to another Supervising Teacher/or Principal.

- High School to Middle School
- Middle School to High School
- Elementary to Preschool
- Preschool to Elementary
- LRC Director as a back up

REFERRAL PACKET

ALL information on Referral Form must be completed. . .

Including:

- ✓ Staffing Date (Top of Form) [You need to have documentation of the staffing]
- ✓ Supervising Teacher's Signature (Top of Form)
- ✓ Reason for Referral (Pg 1 – Center)
- ✓ Documented Remedial Attempts (Pg 1 - Center) – i.e. what has been tried to assess this student?
- ✓ Other staff consulted.
- ✓ Parent signature—must be signed and dated by parent/guardian (Pg 2 – Bottom)

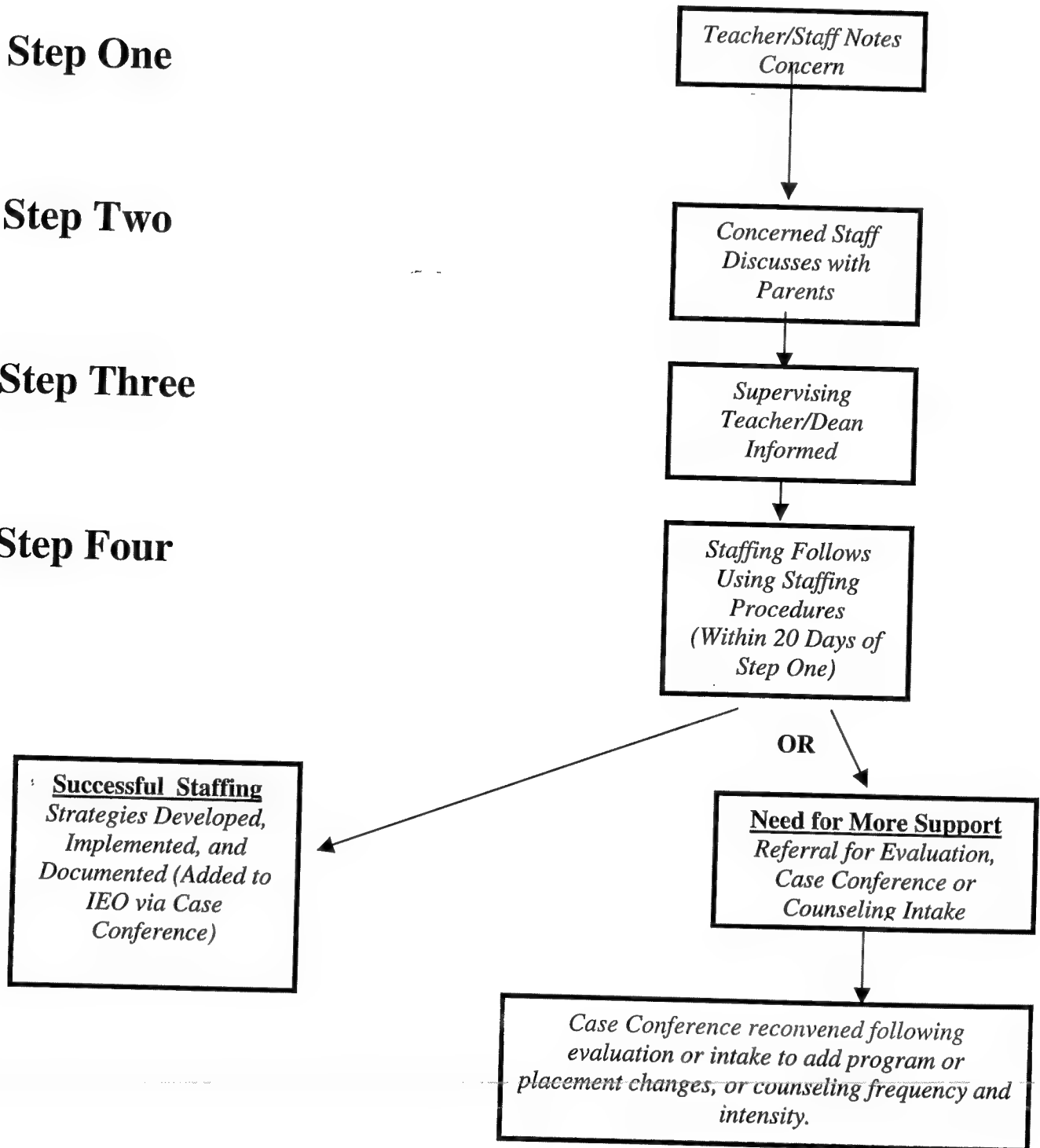
**GENERAL INTERVENTION REFERRAL
FOR EVALUATION AND COUNSELING
FLOW CHART**

Step One

Step Two

Step Three

Step Four



Counseling Services Provided

Mental Health Counselor:

- ✓ Short Term Mental Health Counseling
- ✓ Screening for Referrals to Behavioral Corp or Other Mental Health Services
- ✓ Crisis Consultant
- ✓ Group Facilitation As Needed or Appropriate with School Counselors

School Counselors:

- ✓ Functional Behavioral Assessments
- ✓ Consultation with Staff Regarding Strategies for Individual Students
- ✓ Social Skill Groups
- ✓ Individual Counseling with Students Regarding Their Behavior or Immediate Concerns
- ✓ Receives Support and Works with Mental Health Counselor and Social Services Specialists As Needed

Staffing Date: _____ Most Recent Case Conf. Date _____
Supervising Teacher/Dean Signature _____

INDIANA SCHOOL FOR THE DEAF
Referral for Evaluation

(To be completed by TOR or RA)

____ Special Evaluation (Psychological, Language, Audiological) ____ Counseling Intake
____ Staff Consultation ____ Speech Therapy ____ Language Therapy
____ Physical Therapy Evaluation ____ Occupational Therapy Evaluation
(In accordance with Indiana's Physical Therapy Practice Act [7-1-2(b) and Article 7, referral for continuation of therapy must be obtained annually, in writing, from the student's physician for physical therapy. Although not required by law, it is recommended procedure for occupational therapy services as well)

TODAY'S DATE _____ **REFERRED**

BY _____

Student: _____ **Date of Birth:** _____ **Sex:** M
F

Parent/Guardian: _____

Telephone/Daytime: (____) _____ " TTY " Voice " Both

Address: _____

Department: _____ **Grade:** _____

Teacher of Record: _____ **Residential Advisor:** _____

Residential Student: _____ **Day Student:** _____

Reasons for Referral: _____

(Please fill out checklist on page 3 & 4)

____ Academic Concerns ____ Behavioral Concerns ____ Social Concerns
____ Physical Concerns ____ Emotional Concerns

Documented Remedial Attempts: _____

Previous Evaluations: _____

Other Staff Consulted: _____

What is the native language used in the home: _____

Outreach Only:
Date Received: _____ **Assigned to:** _____
Action Plan: ____ See IEP Addendum, Counseling Goals
____ Group Counseling to begin on or about: _____ (Date)
____ Staff consultation only
____ Parent Support Recommended

**This portion must be completed by referral source before submitting
INDIANA SCHOOL FOR THE DEAF
Permission for Evaluation**

Student: _____ Date of Birth: _____ Sex: M F

Proposed assessment techniques may include any or all of the following:

_____ Individual Evaluation	_____ Teacher Interview
_____ Classroom Observation	_____ Personal Interview
_____ Parent Interview	_____ Referral to Specialists

Assessment techniques will be applied to any or all of the following:

_____ Academic Achievement	_____ Emotional Function
_____ Physical Capabilities	_____ Learning Potential
_____ Interpersonal Relationships	_____ Growth and Maturity

The range of opportunities for your Deaf child may be found in the *Notice of Parent Rights*.

The results of the evaluation will be reviewed by a case conference committee (of which you will be a member) to develop recommendations for this student. The conference will be held no later than 60 instructional days after signed parental consent for evaluation is received by the designee, you will be notified of that case conference.

PREFERRED TIME OF CONFERENCE:

DAY OF WEEK: M T W TH F TIME OF DAY: _____
(Please circle one)

I have been informed of the reasons for referral for an educational evaluation and have been given a copy with a full explanation of the *NOTICE OF PARENT'S RIGHTS*. The content of the referral for an educational evaluation has been reviewed as on this date in a PERSONAL INTERVIEW.

_____ (parent/guardian's initials)

_____	_____	_____
Date	Signature of Interviewer	Title

_____ I do _____ I do not give my permission for this evaluation.

_____	_____	_____
Date	Signature of Legal Parent/Guardian	Relationship to Student

Indiana School for the Deaf Referral Reasons

Student Name _____ Date of Birth _____

The following is a list of behaviors some students' adolescents may have. Please check the behaviors you have observed and perceived as a concern with your student. Please make any comments on the last page which you feel will help us better understand the student's current concerns.

A. ACADEMIC CONCERNS

- _____ truant from school
- _____ afraid to go to school/plays sick
- _____ grades have dropped
- _____ makes below average grades
- _____ not doing class/homework
- _____ feels unfairly treated by teachers
- _____ clowns in class
- _____ violates curfew
- _____ cannot stay in class
- _____ has been suspended
- _____ handles school rules poorly

B. PROBLEMS WITH THINKING

- _____ seems preoccupied by others
- _____ daydreams more than most
- _____ says/does certain things
- _____ hears/sees things which aren't there
- _____ seems unaware of what's happening
- _____ has ideas that do not make sense

C. SOCIAL CONCERNS

- _____ picked on/teased by others
- _____ hangs around with a "bad crowd"
- _____ too easily led by others
- _____ friends are older/younger
- _____ tattles on others
- _____ teases others
- _____ seems shy
- _____ has few friends
- _____ changes friends very often
- _____ fights with others
- _____ physically harms others
- _____ interrupts
- _____ prefers to play with opposite sex
- _____ over-talkative, chatters a lot
- _____ "showing off"

D. BEHAVIOR CONCERNS

- _____ does things without thinking
- _____ violates curfew
- _____ destroys own property
- _____ destroys other property
- _____ steals
- _____ lies
- _____ been in trouble with police
- _____ has run away from home
- _____ refuses to do when told
- _____ wants everything his/her way
- _____ has temper tantrums
- _____ curses
- _____ sets fires
- _____ handles house rules poorly
- _____ prefers to be alone
- _____ avoids group activities
- _____ refuses to sleep alone/seems bored
- _____ expresses desire for revenge

E. EMOTIONAL CONCERNS

- _____ extreme mood swings
- _____ cries easily and often
- _____ upset by changes in routine
- _____ has many fears
- _____ seems depressed
- _____ complains of boredom
- _____ feels no one likes him/her
- _____ feels no guilt
- _____ feels no regret/remorse
- _____ feels easily embarrassed
- _____ "I don't care" attitude
- _____ "You can't make me" attitude
- _____ talks about death
- _____ talks about suicide
- _____ attempts suicide
- _____ clings to adult
- _____ has identity issues

(see reverse side)

F. PHYSICAL CONCERNS

- ☐ has many physical complaints
- ☐ has headaches
- ☐ has trouble falling asleep
- ☐ sleeps too much
- ☐ eats too much
- ☐ diets excessively
- ☐ has lost a lot of weight
- ☐ has gained a lot of weight
- ☐ has poor bladder control during the day
- ☐ has frequent nightmares
- ☐ masturbates excessively
- ☐ has asthma
- ☐ has allergy (ies)
- ☐ uses alcohol
- ☐ uses drugs

G. FAMILY/SITUATION STRESSORS

- ☐ parents not getting along
- ☐ parents separated/divorced
- ☐ poor relationships with siblings
- ☐ poor relationships with family
- ☐ death in immediate family
- ☐ death of a close friend
- ☐ serious illness in child
- ☐ serious illness in family
- ☐ remarriage of a parent
- ☐ was sexually abused/molested
- ☐ was physically abused
- ☐ psychiatric hospitalization
- ☐ parents' drinking problem
- ☐ parents' emotional problem
- ☐ recent move
- ☐ family financial problem

Please feel free to make additional comments that you feel will be helpful:

How have you handled this situation?

What day(s) and time(s) are the best for the student to participate in evaluation and possible counseling?

**Indiana School for the Deaf
Staffing Notification Form**

Educational Department/Student Life

317-924-8402/8403 TTY

Relay Indiana 800-743-3333

Today's Date: ____ / ____ / ____

Requested by: _____

Phone #: _____

This letter is to notify you of the pertinent information regarding a staffing on the following student:

Student: _____

Grade: _____

DOB: ____ / ____ / ____

☐ **Day Student**

☐ **Residential Student**

☐

Part-time Residential Student

The staffing will be held on the following date, time and place:

Date: _____

Time: _____ a.m./p.m.

Location: _____

This staffing will be held for the following reasons:

(circle one)

☐ **Conference Follow-Up**

☐ **Discipline Behavior**

☐ **New/Prospective Student**

☐ **Residential Program**

☐ **Educational Concerns**

☐ **Other:** _____

The following participants have been invited to the staffing. Please inform the requestor if you are NOT able to attend the staffing.

Supervising Teacher: _____

Teacher of Record: _____

Teacher(s): _____

Student Life Representative(s): _____

Health Center Staff: _____

Counselor: _____

Interpreter: _____

Student: _____

Parent(s): _____

Other: _____

After Staffing:

Copies of the staffing summary are to be sent to the staff who attended. The original copy is to be sent to the Central File at the

Checklist for SAT Referral

Student: _____
TOR: _____

School Year: _____
Referring Person: _____

- _____ Before SAT referral, hold staffing on student, develop an action, then attach action plan and results.
- _____ Submit pink referral form to your supervisor/Dean.
- _____ Contact the parents to explain their (teachers) concerns about their child and obtain their input.
- _____ Gather information from teachers, residential staff, and others who have consistent contact with the student.
- _____ Document any strategies, remediation, and/or behavior plans attempted.
- _____ Check Central Files for current IEP, past testing (audiological, psychological, language), social history, recommendations, prior counseling and other pertinent information).
- _____ Check other current information: i.e., detention hall forms, prior behavioral plans attempted, etc.
- _____ Contact Health Center for a summary of information (occupational therapy, physical therapy, vision problems, allergies.)
- _____ Find out if a staffing have already been done and document the results and the Action Plan.
- _____ Attach the entire all above information and documentation and submit to the SAT meeting.

*** The checklist is not necessarily in any kind of order nor is it meant to be; however, the information is necessary prior to an SAT referral.**

*** The referring teacher and Teacher of Record (TOR) will work together to complete the check list.**

**INDIANA SCHOOL FOR THE DEAF
ELEMENTARY
INCIDENT REPORT**

☐ Residential ☐ Day ☐ Interview
☐ Recorded ☐ Copied

Today's Date ____/____/____
Report # _____

EDUCATION

1. TO: _____ David Geeslin FROM: _____
(Supervising Teacher) (Staff who reports this)

STUDENT: _____ SEX: M F AGE: ____ GRADE: ____

2. What happened before this course of event to occur?

Date: ____/____/____ Time: _____

3. DESCRIPTION: What was the course of events?

Teacher's Signature: _____ Student's Signature: _____

4. INTERVENTION/STUDENT RESPONSIBILITY CENTER (SRC): Discussion about the incident. Student should be present while filling out this report.

By whom? _____ Date: ____/____/____ Time: _____
(Interviewer's name)

Student's Signature: _____ Date: ____/____/____

Interviewer's Signature: _____ Date: ____/____/____

5. Staff who writes this report needs to check one or more violation(s) for this incident:

CATEGORY II

- ☐ Disruptive Behavior
- ☐ Disrespect
- ☐ Damage or Destruction of Property
- ☐ Profanity/Verbal Abuse
- ☐ Scuffle
- ☐ Lavatory Misconduct
- ☐ Loitering
- ☐ Lying and/or Cheating
- ☐ Membership in Secret Society
- ☐ On School Property During Suspension
- ☐ Throwing Objects
- ☐ Sexual Misconduct

CATEGORY III

- ☐ Insubordination
- ☐ Violation of Rules
- ☐ Over-the-Counter Drug Violation
- ☐ Possession of Drug Paraphernalia
- ☐ Fighting
- ☐ Harassment
- ☐ Intimidation
- ☐ Leaving Campus Without Permission
- ☐ Sexual Misconduct
- ☐ Forgery
- ☐ Gambling
- ☐ Theft

Any Category IV incidents please write out the violation, please refer to the page of 79-82 of the 2000-2001 Parent/Student Handbook

If Category III and IV incident occurs, report to Supervising Teacher immediately. If Sexual Misconduct, Please informs Supervising Teacher immediately who will report to Social Service Specialist.

6. ACTION TAKEN: Category II ___ III ___ IV ___ Nbr. of I.R. Report: _____

☐ Warning ☐ 1 day In-House Date: ____/____/____
☐ 1/2 Hour SRC ☐ 2 days In-House Lunch SRC _____
☐ 45 min SRC After School SRC _____
☐ 1/2 day In-House Special time/comment _____

7. Supervising Teacher's effort to contact parent(s) for Category III & IV incident only to let them know we are conducting investigation:

Date: ____/____/____ Time: _____

Supervising Teacher's Signature: _____
(for any incident reported)

8. Category III ___ 3-Day Suspension Category IV ___ 5-Day Suspension
SIGNATURE OF PRINCIPAL FOR APPROVAL OF SUSPENSION:

Principal _____ Date: ____/____/____

Date of the consequence begins: _____ Date: ____/____/____ Time: _____

Date the student's return will be: _____ Date: ____/____/____ Time: _____

When this process is completely done, please route this original incident report to the Outreach Secretary.

☐ Residential ☐ Day ☐ Interview
☐ Recorded ☐ Copied

EDUCATION

5. Staff who writes this report needs to check one or more violation(s) for this incident:

- | | | |
|---|--|---|
| CATEGORY I
<input type="checkbox"/> Improper Cafeteria Conduct
<input type="checkbox"/> Combative Acts or Gestures
<input type="checkbox"/> Disruptive Behavior
<input type="checkbox"/> Disrespect
<input type="checkbox"/> Improper Hall Conduct
<input type="checkbox"/> Littering
<input type="checkbox"/> Misuse of School Property
<input type="checkbox"/> Verbal Abuse or Use of Profane/
<input type="checkbox"/> Sexual Language
<input type="checkbox"/> Unpreparedness
<input type="checkbox"/> Unwillingness to work
<input type="checkbox"/> Sexual Misconduct
<input type="checkbox"/> Disruptive Dress/Appearance -
<input type="checkbox"/> Inappropriate Advertisement
<input type="checkbox"/> Distributing Materials Without
<input type="checkbox"/> Permission | CATEGORY II
<input type="checkbox"/> Damage/Destruction of
<input type="checkbox"/> Property
<input type="checkbox"/> Demonstrating Without
<input type="checkbox"/> Permission
<input type="checkbox"/> Lavatory Misconduct
<input type="checkbox"/> Loitering
<input type="checkbox"/> Lying and/or Cheating
<input type="checkbox"/> Motor Vehicles Violations
<input type="checkbox"/> On School Property During
<input type="checkbox"/> Suspension
<input type="checkbox"/> Harassment
<input type="checkbox"/> Intimidation
<input type="checkbox"/> Trespassing
<input type="checkbox"/> Use of Tobacco Products
<input type="checkbox"/> Throwing Objects
<input type="checkbox"/> Tardies/Cutting Class
<input type="checkbox"/> Truancy
<input type="checkbox"/> Scuffle
<input type="checkbox"/> Sexual Misconduct | CATEGORY III
<input type="checkbox"/> Insubordination
<input type="checkbox"/> Violation of Rules
<input type="checkbox"/> Over-the-Counter Drug
<input type="checkbox"/> Violation
<input type="checkbox"/> Possession of Drug
<input type="checkbox"/> Paraphernalia
<input type="checkbox"/> Fighting
<input type="checkbox"/> Harassment
<input type="checkbox"/> Intimidation
<input type="checkbox"/> Leaving Campus Without
<input type="checkbox"/> Permission
<input type="checkbox"/> Sexual Misconduct
<input type="checkbox"/> Forgery
<input type="checkbox"/> Gambling
<input type="checkbox"/> Theft |
|---|--|---|

Any Category IV incidents please write out the violation, please refer to the page of 79-82 of the 2000-2001 Parent/Student Handbook

If Category III and IV incident occurs, report to Supervising Teacher immediately. If Sexual Misconduct, Please informs Supervising Teacher immediately who will report to Social Service Specialist.

6. ACTION TAKEN: Category I ___ II ___ III ___ IV ___ Nbr. of I.R. Report: _____

<input type="checkbox"/> Warning	<input type="checkbox"/> 1 day In-House	Date: ____/____/____
<input type="checkbox"/> 1/2 Hour SRC	<input type="checkbox"/> 2 days In-House	Lunch SRC _____
<input type="checkbox"/> 45 min SRC		After School SRC _____
<input type="checkbox"/> 1/2 day In-House	Special time/comment _____	

7. Supervising Teacher's effort to contact parent(s) for Category III & IV incident only to let them know we are conducting investigation:

Date: ____/____/____ Time: _____

Supervising Teacher's Signature: _____
(for any incident reported)

8. Category III ___ 3-Day Suspension Category IV ___ 5-Day Suspension
SIGNATURE OF PRINCIPAL FOR APPROVAL OF SUSPENSION:

Date: ____/____/____

Date of the consequence begins: _____ Date: ____/____/____ Time: _____

Date the student's return will be: _____ Date: ____/____/____ Time: _____

When this process is completely done, please route this original incident report to the Outreach Secretary.
Page 2 of 2 ir08092000.doc

KEY REQUEST FORM

Name: _____
Last First Middle

I request that the above individual be:

- ☐ Issued a key to open _____
- ☐ Given a new key for a lost key -- _____
- ☐ Other: _____

Immediate Supervisor's Signature

Position

Date _____

Intermediate Supervisor's Signature

Position

Date _____

APPROVED

Assistant Superintendent, Human Resources, Optional Services

Date _____

Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205-2099

Keys Assignments

Name: _____

The following key(s) has/have been assigned to you for the 20____ - 20____ school year:

Keys Serial Number	Key Opens
_____	_____
_____	_____
_____	_____

This is to verify that I have received the key(s) listed above and it/they is/are now in my possession.

Signature: _____

Date: _____

The above key(s) was/were returned and is/are no longer in my possession.

Signature: _____

Date: _____

TO: All Staff

FROM: Superintendent's Office

SUBJECT: Staff ID Cards

- ❖ Staff ID cards are to be worn at all times when on campus.
- ❖ The purpose of the ID cards is to help employees know who works at ISD and who doesn't. Due to the size of ISD, the three shifts of work and the numerous visitors to campus, this is a means to let people know that you are an employee at ISD.
- ❖ The ISD administration is attempting to make the campus more secure and safe for students and employees. The gates at the front of campus have been installed and the ID cards issued to provide more security for the campus.
- ❖ The bar code on the back of the ID card is for no purpose and is printed on the card due to the program that is being used. Additionally, there is no personal information on the card other than each person's name and picture.
- ❖ If you are concerned about your picture, please contact Donna Stutler or Greg Wright for a retake.

Thank you for your attention and cooperation in this matter and please contact your immediate supervisor if you have any questions.

Movie Rating Policy

The educational staff is to follow the movie industry's rating system for students watching videotapes and attending movies off campus. The only exception to this rating system is if viewing the videotape or movie is for educational purposes. If this is the case, the teacher must contact their immediate supervisor, contact the students' parents, communicate the reason for viewing the materials to the parents and get written permission from the students' parents to view the videotape or movie. Also the videotape or movie must be directly connected to the school's curriculum. If you have any questions regarding the appropriateness of videotape or movie, please talk with your immediate supervisor.

Snow Emergency Guidelines

Before 8:00 A.M.:

Middle School & High School Supervising Teachers will notify Night Assistant Dean if there are inadequate number of teachers reporting to work as scheduled. The Assistant Dean will notify night residential staff to keep the students until further clearance from the Supervising Teachers. For Preschool & Elementary Supervising Teachers, they will notify Health Center staff. The Health Center staff will then notify night residential staff in Willard Hall to keep students until further clearance. As Student Life staff waits for clearance, educational staff, who have already reported to work, will go to residential hall, meet team leader and provide assistance.

Tech High School Program:

The Night Assistant Dean and Residential Staff, Dietician, Principal and Educational Staff will keep an eye for morning news announcements on school closings due to inclement weather. If Marion Schools are listed as a closed, ISD will not be sending ISD students to the Tech High School Program. Instead, the participating students will sleep in until normal scheduled wake-up time, and will eat breakfast with other high school students.

After 3:00 P.M.:

The Assistant Dean of respective residential hall(s) will notify Supervising Teachers if there are inadequate number of residential staff reporting to work as scheduled. The Supervising Teacher will notify educational staff to keep the students until further clearance from the Assistant Dean(s). As educational staff waits for clearance, residential staff who have already reported to work will go to school, meet supervising teacher and provide assistance.

Transportation:

If inclement weather occurs on or right prior to the end of the week bus day, adversely affecting transportation services to either delay or cancel, Student Life and Education Teams will consult with each other to determine the need to contact LEAs of school districts. If the need has been identified, ISD will contact LEAs and see if they could come earlier, or confirm their scheduled pick-up.

If certain school districts will not be sending their transportation service for that bus day, Student Life and Education Teams will determine how many students would be affected. If the number is minimal, we can contact students and their parents for permission to spend the weekend with other students whose transportation service is available. Through this mode, we will split number of staff and number of calls to make.

If the number is larger, indicating the need of opening the residential halls, Student Life will contact staff to report to work on emergency over-time basis. In the meantime of getting hold of the staff, educational staff will keep these affected students until residential staff arrive.

If transportation service will happen earlier than scheduled, Student Life and Educational staff members will establish communication system by having residential staff and teacher aides spread out on campus with walkie-talkies and/or paging system. As soon as certain bus/van/car arrives, the first person will notify the teacher aide(s) in school building. The teacher aide(s) will call specific students and send them to residential hall and get onto the bus.

Staffing:

Due to inclement weather, ISD staff will be asked to work late if necessary to cover shifts and to maintain our foremost responsibility: providing care, welfare, safety, security, and supervision of our students.

Communication System:

Assistant Deans & Supervising Teachers will maintain open communications with each other on the following items:

- locations & whereabouts of students
- affected schedule changes/updates
- affected staffing changes/updates
- affected transportation changes/updates
- and any necessary information that are affected by inclement weather

Specifically, the Assistant Deans & Supervising Teachers will establish “hourly bulletin” to keep each other posted. The “hourly bulletin” will be conducted through group meetings, phone calls, and paging systems. It is imperative that we keep our phone lines as open as possible during inclement weather.

Housing Accommodations:

Due to inclement weather, staff needs a place to stay overnight on campus. Staff may contact the Deans/Assistant Deans for arrangements to stay overnight.

Additional Information:

For more information on food, and safety, we will refer to the Snow Emergency Plan in Disaster Preparedness Plan for the Indiana School for the Deaf manual.

SNOW EMERGENCY CONTACT SHEET

7:30 A.M. to 4:00 P.M.

Office Phone

Pager Number

Principal	924-8402	rkovatch@wyndtell.com
High School Supervising Teacher	920-6223	llloyd@wyndtell.com
Middle School Supervising Teacher	920-6323	jthixton@wyndtell.com
Elementary Supervising Teacher	920-6260	dgeeslin@wyndtell.com
Preschool Supervising Teacher	920-6256	dbattiste@wyndtell.com
Dean of Students	924-8403	dfetzer @wyndtell.com
Health Center	924-8409	dmrobarge@wyndtell.com
Caskey Building	920-6321	bbippus@wyndtell.com
Cafeteria	920-6238	
Security	920-6227	
Physical Plant	920-6242	368-3498

3:00 P.M. to 12:00 A.M.

Dean of Boys	924-8411	mkrueger@wyndtell.com
Dean of Girls	924-8410	ymcatt@ @wyndtell.com
Assistant Dean of Fair Hall	920-6305	racqua@wyndtell.com
Assistant Dean of Koob Hall	920-6346	dgranger@wyndtell.com
Assistant Dean of Raney Hall	920-6294	mjerigan@wyndtell.com
Assistant Dean of Willard Hall	924-8412	hhoffman@wyndtell.com
Health Center	924-8409	
Caskey Building	920-6321	
Cafeteria	920-6238	
Security	920-6227	
Physical Plant	920-6242	jrahn@wyndtell.com

12:00 A.M. to 8:00 A.M.

Fair Hall Pod 1	920-6246
Koob Hall Pod 2	920-6336
Health Center	924-8409
Cafeteria	920-6238
Security	920-6227
Physical Plant	920-6242

Rule 13. Program and Service Information

511 IAC 7-31-1 Early Childhood Programs

- Sec.1 (a) Each public school corporation shall provide special education for all students with disabilities three (3) through four (4) years of age.
- (b) Early Childhood Special Education Services for each child identified as disabled under this article shall be the responsibility of the local school corporation of residence upon the attainment of the child's third birthday. Attainment of the age of five (5) years is determined by the month and date established for kindergarten eligibility.
 - (c) Special education instruction for students in early childhood programs shall be provided through consultation, resource services, part-time, full-time, or home-based instruction. Services shall be provided in or by the public school, which may include offering services at a public elementary school building, or through a contract with a public or private agency.
 - (d) The local public school corporation is responsible for the cost of special education and related services in the individualized education programs of students eligible for early childhood special education programs.
 - (e) Full-time special education for students in early childhood special education program is defined as twelve and one-half (12 ½) hours per week.
 - (f) An early childhood special education class cannot exceed eight (8) students. At least one (1) full-time instructional or program assistant is required to be assigned to the classroom in addition to the teacher.
 - (g) The caseload for a teacher providing consultation or home-based instruction for early childhood special education cannot exceed twenty (20) students.

Rule 14. Special Education Placement Options and Caseloads

511 IAC 7-14-1 General Information

- Sec. 1 (a) The case conference committee shall determine the appropriate placement for a student based on the following:
- (1) The needs as specified in the goals and objectives in the individualized education programs.
 - (2) The nature and severity of the student's disability.
 - (3) The type and intensity of services needed.
- (b) A placement recommendation shall not be based solely upon a disability category. A student's placement must be in the least restrictive environment possible in which the necessary special education and related services are provided, regardless of the identified disability.
- (c) Special education teachers shall be appropriately licensed to teach all of the students with disabilities assigned to their caseloads.
- (d) When a student with a disability receives special education instruction from more than (1) special education teacher, such as in a departmentalized or team-teaching setting, one (1) of the teachers shall be as follows:

- (1) Licensed to teach students with the identified disability.
 - (2) Identified as the student's teacher-of-record.
- (e) The number of special education students assigned to a special education teacher, speech, language pathologist, or related services personnel is determined by:
 - (1) The nature and severity of the students' disabilities.
 - (2) The type and intensity of services needed as specified in the individualized education program.
 - (3) The chronological ages of the students.
 - (4) The chronological and mental age range of the students in part-time and full-time special education placements..
- (f) The special education caseload shall be prorated and reduced as necessary if one (1) of the following circumstances exist:
 - (1) The full-time special education teacher or speech-language pathological provides services to students in more than one (1) of the placement options.
 - (2) The special education teachers or speech-language pathologist is employed or contracted on less than a full-time basis.
 - (3) The special education teacher or speech-language pathologist serves more than one (1) building and travel is required.
- (g) Cross-categorical programming, or the provision of services by a given special education teacher to students with different disabilities at the same time, is permitted in any of the placement options provided the requirements set forth in 511 IAC 7-12-2 are met.
- (h) Each special education teacher and speech-language pathologist is responsible for monitoring the implementation of any portion of a student's individualized education program by a general education teacher. The special education teacher and speech-language pathologist shall provide technical assistance and serve as a consultant and resource person to the general education teacher(s) of each student with disabilities assigned to their caseload.
- (i) The individual education program of each student with disabilities who is placed in general education for any portion of the instructional day shall specify any modifications necessary in:
 - (1) Curricula
 - (2) Instructional methodologies
 - (3) Staffing patterns
 - (4) Classroom organization
 - (5) Any special materials, equipment, or instructional aids.

CLASSROOM VISITATION

Welcome to our World Class School! To make your visit more pleasant and to insure the continuity of the learning environment the following guideline have been developed:

- 1) Visits need to be scheduled in advance to avoid days with field trips or tests. This will also enable us to arrange for interpreters when possible.
- 2) Visits are limited to 30 minutes.
- 3) When you arrive at the department, please check in with the department assistant Principal.
- 4) For the safety and security of our students, all visitors must wear a name tag. Please be sure to pick up your nametag at the department assistant principal's office.
- 5) You are a guest in the classroom. You should not join in class activities and/or discussions unless invited to do so by the teacher.
- 6) Parent/Teacher Conferences cannot occur during classroom visitations; however if you have questions, comments, or concerns, please schedule a time to meet with the teacher. You may leave a note in the teacher's mailbox in the office or call the teacher later to arrange a meeting. We encourage parents to share problems and/or concerns with the teacher before they talk to the Department Assistant Principal; share problems/concerns with the Department Assistant Principal before they share them with the Principal; and share problems/concerns with the Principal before they share them with the Superintendent.
- 7) The use of cameras and video recorders at ISD must be approved by the department assistant principal.
- 8) Remember when you ask questions of teachers and/or administrators please respect the importance of the school's obligation for confidentiality pertaining to students other than your own child.
- 9) Teachers and administrators appreciate and value feedback. Please leave us a note and let us know how we are doing!

VISITOR POLICY

“One of the National Education Goal calls on every school to promote partnership and increase parents’ participation in the growth of children. Reaching and involving all parents and families is important if the United States is to educate all students to high standards, such as those recommended by the Goals 2000 Educate America Act.”

--Office of Educational Research and Improvement
(U.S. Department of Education)

The Indiana School for the Deaf (ISD) supports the ideas recommended in the Goals 2000: Educate America Act.

Visitors are always welcome at ISD; however, please contact the appropriate supervising teacher to establish your visitation schedule:

1. Preschool – Diana Battiste – Phone # 920-6256
2. Elementary – David Geeslin – Phone # 920-6260
3. Middle School – Jerry Thixton – Phone # 920-6323
4. High School – Linda Lloyd – Phone # 920-6323
5. Outreach – Judy Cass – Phone # 920-6311

The purpose of your visit will help us identify which services we will need to provide.

1. Observing in the classroom Service needed: Interpreter – Supervising Teacher will schedule the interpreter; however, we need as much advance notice as possible. If we are unable to provide an interpreter for your last minutes needs (under 48 hours notice), ISD will provide a staff member to serve as a communication facilitator for your visit.

The purpose of the Communication Facilitator is to facilitate communication between American Sign Language (ASL) and English Users: ISD staff members are provided to facilitate communication between ASL and English speakers, for short periods of time. Communication Facilitator is provided when interpreters are unavailable, the need is last minute, or in case of an emergency.

2. Observing in the classroom – Language Immersion

The purpose of Language Immersion is to provide parents with the opportunity to participate in ASL environment. Families are encouraged to participate in field trips, luncheons, after school social and athletics events. No interpreter is necessary for these activities. Benefits: One of the best ways to become fluent in ASL.

Communication with the Supervising Teacher will assure your child is not on a field trip or involved in testing and will enable the Supervising Teacher to schedule an Interpreter or Communication Facilitator.

It’s our goal that your visit be enjoyable and profitable. If you have any questions or concerns, please continue to contact the supervising teacher.

ISD INTERPRETING SERVICES

Interpreter Request Policy

- All written requests must be received in the Interpreting Services Office at least one week prior to the date of the assignment.
- In cases where the request cannot be made one week prior to the date of the assignment, a request must be made in person to the Interpreting Services Office.
- Requests made within three days or less of the assignment must also be made in person to the Interpreting Services Office. These requests will be filled with staff interpreters whenever possible. In the event, a staff interpreter is not available the requestor is responsible for obtaining an interpreter to fill the assignment (freelance interpreter lists provided upon request). All information regarding the obtained interpreter must be shared with Interpreting Services so that payment of the interpreter may be processed.
- All request forms must be completely filled out including as much information about the assignment as possible. If any part of the request is missing or unclear it will be returned to the requestor for more information. The request at this point is still subject to the one-week timeline as stated above.

Interpreter Request Form



Your name _____

Today's Date _____

Date(s) of Assignment _____

Starting Time _____

Ending Time _____

Contact Person
(name and phone number)

SPECIFIC Location of the Assignment

Any unique circumstances
or special requests? (Please use
the back of this form if you need
more room.)

**ALL areas on
this form
MUST be
completed!**

Description of Assignment
(Please describe completely and attach
any agendas, brochures, etc.)

Participants

(If more, please continue the
list on the back of this form.)

Office use only:
Date Received _____

CAMPUS VEHICLE POLICY FOR STAFF

Effective April 1, 1996, the "Operation of vehicles on the grounds of the State Board of Health and Special Institutions" shall become effective. The above policy has undergone legal review and is in accordance with state personnel policies, procedures and union settlements. Union representatives are hereby notified that the above listed policy shall be in effect on April 1, 1996 and recognize that this memo shall serve as the two (2) week notice required.

It shall be the responsibility of all staff to read and be familiar with all policies and procedures to be implemented. Employees who are found in non-compliance are subject to the following penalties.

FIRST VIOLATION:

Any person who violates any of the subsections contained in Sec. 4 {410 IAC 19-1-4} of this rule will be notified through the use of the Traffic Violation Notice Sec. 10 {410 IAC 10-1-10} by the security officer responsible for that particular area, and a notation, if an employee of the State Board or Special Institutions is the violator, that a copy of the Traffic Violation Notice will be filed with the agency's business office and with the employee's supervisor.

SECOND VIOLATION:

Any person who violates any of the subsections of Sec. 4 {41 IAC 10-1-4} of this rule two (2) times in any twelve (12) month period and after issuance of a Traffic Violation Notice Sec. 4 {410 IAC 19-1-10} may have the vehicle towed away at the owner's expense or may be denied parking privileges for a period not to exceed six (6) months as determined by the Superintendent.

It should also be noted that the Superintendent, or his designee, is empowered to authorize the immediate towing of any vehicle which is abandoned as defined by law, any vehicle which is parked or operated in such a manner that it poses a hazard to the safety of others, constitutes an obstruction to traffic, or any vehicle that interferes with the proper and lawful use of the grounds.

Staff should also be aware that the maximum speed limit on grounds, unless otherwise posted or designated, is fifteen (15) miles per hour and shall be strictly enforced. Further, campus police shall be enforcing the policy regarding parking in restricted areas.

OPERATION OF VEHICLES ON THE GROUNDS OF THE STATE BOARD OF HEALTH & SPECIAL INSTITUTIONS

Scope of Rule: 410 IAC 19-1-1

Sec. 1. The purpose of this Rule [410 IAC 19-1] is to expedite the safe and orderly conduct of the state and public business, to provide parking facilities and to impose reasonable rules on the operation of motor vehicles, bicycles, and other vehicles on the property under control of the State Board of Health and the Special Institutions, as defined in IC 16-7-3-5, and shall be enforced as provided herein.

410 IAC 19-1-2 Definitions

Sec. 2. Definitions. As used in this Rule [410 IAC 19-1]:

1. "Grounds" mean all of the land adjacent to and under the administrative control of:
 - A. The Indiana State Board of Health in Indianapolis (including SBH Area of Central State Hospital Grounds);
 - B. The Indiana Veterans Home in Lafayette, Indiana;
 - C. The Indiana School for the Deaf in Indianapolis;
 - D. The Indiana School for the Blind in Indianapolis;
 - E. The Indiana Soldiers and Sailors Children's Home in Knightstown; and
 - F. Silvercrest Children's Development Center in New Albany.
2. "Superintendent" means the Secretary of the Indiana State Board of Health (State Health Commissioner) and the duly appointed head (superintendent) of the institutions described in (1) (B) through (F) of this section.
3. "Student" means a person who is enrolled in a course of study at one of the Special Institutions.

410 IAC 19-1-3 General Regulations

Sec. 3. General Requirements:

1. All employees, students, or resident vehicles, owned or operated, shall be registered and shall display the appropriate parking tag or decal (registration device) to park in posted parking areas on the grounds;
2. Pedestrians have the right-of-way at all times;
3. The Superintendent is authorized to designate parking areas, all parking control signs and markings, and traffic control signs and markings;

4. The maximum speed limit for motor vehicles on the grounds shall be fifteen (15) miles per hour, unless otherwise designated and posted;
5. The driver of a motor vehicle is responsible for finding a proper parking space, in a designated area;
6. Any accident involving a motor vehicle on the grounds must be reported to the appropriate agency's business office. Appropriate law enforcement personnel will be called to investigate;
7. Parking is prohibited in posted "No Parking Zone", reserved parking areas, on lawns, in construction areas, or any other place which will mar the landscape of the complex, inconvenience or endanger anyone, create a hazard, or interfere with the use of state facilities by others. Violators are subject to having their vehicles towed away at the operator's expense without resort to enforcement procedures;
8. Yellow curbs, yellow hash marks, and "No Parking" signs designate no parking zones;
9. Vehicle standing is allowed at any loading or service vehicle dock or zone, entrance to buildings, or emergency zone if the operator is in attendance of the vehicle or is in the process of loading or unloading and can be easily located to move the vehicle should the need arise;
10. Reserved parking areas may be assigned by the Superintendent when appropriate;
11. Motor bikes, motorcycles and motor scooters are subject to all regulations and must be operated on streets designated for normal automobile use;
12. Any vehicle in violation of this Rule or any, which are apparently abandoned, may be towed and stored at the owner's expense. Ultimate action in the case of abandoned vehicles will be in accordance with the Abandoned Vehicle Act (IC 9-9-1);
13. The towing charges and service call fee will be based on the usual and customary charges for such services in the community wherein the tow occurs;
14. The towing service called to tow a vehicle is authorized to hold said vehicle until the towing charges are paid to the towing service. In the event the owner of a vehicle appears before the car is towed away, the vehicle will not be released to the owner until payment of the service call fee is made to the driver of the tow truck;
15. Parking permits issued by the Special Institutions and the State Board of Health shall be mutually recognized so as to authorize parking on any of the grounds with the exception of restricted and metered areas;
16. A charge of 25 cents per hour is made from 8:00 a.m. to 5:00 p.m., Monday through Friday, or as otherwise posted for parking at metered locations; and

The decision of the appeals committee is final. The Special Institutions/Board of Health have no other due process open to appellants where they may request a reappeal of their traffic citation.

410 IAC 19-1-8 Registration of Vehicles

Sec. 8. Parking Fees and Registration:

1. All employees, students, and residents may park on the grounds without charge. However, said person shall register the vehicle with the designated officer of the Board/Institution and display the registration device assigned on the designated vehicle;
2. Registration devices, as approved by the respective Superintendents, shall be positioned on a vehicle in accordance with the instructions issued with the device when the vehicle is registered. The registration device must be clearly visible from the exterior of the vehicle when affixed in accordance with the instructions issued;
3. The person whose name the vehicle is registered to is held responsible for all violations by all vehicles displaying that person's registration device. A citation is not excused on the plea that another person was driving the vehicle; and
4. Any employee, student, resident or any other person who severs relationship with the Board/Institution shall within five (5) days of said separation remove the assigned registration device from the vehicle.

410 IAC 19-1-9 Authorized Parking Prohibitions

Sec. 9. In an emergency, such as inclement weather and parking lot alterations and, after notification, the Superintendent reserves the right to place uniform conditions upon the right of any person to park in the parking facilities offered. The authorized prohibitions shall include, but are not limited to, the following:

1. Assignment of marked or numbered parking spaces to certain qualified employees; or
2. Authorization to park based upon compliance with car pool requirements whereby said owner has, as passengers, two or more other Board/Institution employees.

410 IAC 19-1-10 Traffic Violation Notice

17. A uniform special or limited time parking pass shall be made available for issuance to specific individuals, which will authorize designated day(s) for parking in any parking space with the exception of restricted and metered areas.

410 IAC 19-1-4 Violations

Sec. 4. The following are considered violations of this Rule and subject the violator to the enforcement procedures as provided in this Rule:

1. Parking across lines in designated parking spaces;
2. Backing into parking spaces where posted. Cars must be parked front first in parking areas that are posted: "Do Not Back In";
3. Parking against traffic flow;
4. Parking in posted or marked area; i.e., No Parking, Loading Zone, yellow curbs, fire hydrants, hash marked areas, or specifically designated reserved areas including visitor's parking in employee area, employees parking in visitor's areas, or parking in a posted handicapped parking space without specifically designated permit;
5. Failure to properly display parking tag or decal;
6. Moving violations, such as exceeding speed limit, failure to observe stop signs, and reckless driving; and
7. No registration device on vehicle.

410 IAC 19-1-5 Enforcement; Penalties

Sec. 5. Any person, which includes, but is not limited to, employees of the State of Indiana, students or residents of the institutions or visitors found to be in violation of one or more of the traffic or parking offenses specified in Sec. 4 is subject to having that person's vehicle towed away at the violator's expense and restricted from the use of parking privileges. Violations are subject to the following:

1. First Violation: Any person who violates any of the subsections contained in Sec. 4 of this Rule will be notified through the use of the Traffic Violation Notice by the security officer responsible for that particular area, and a notation, if an employee of the State Board or Special Institutions is the violator, that a copy of the Traffic Violation Notice will be filed with the agency's business office and with the employee's supervisor;
2. Second Violation: Any person who violates any of the subsections of Sec. 4 of this Rule two (2) times in any twelve (12) month period and after the issuance of a Traffic Violation Notice may have the vehicle towed away at the owner's expense or may be denied parking privileges for a period not to exceed six (6) months as determined by the Superintendent;

3. The Superintendent, or his designee, is empowered to authorize the immediate towing of any vehicle which is abandoned as defined by law, any vehicle which is parked or operated in such a manner that it poses a hazard to the safety of others, constitutes an obstruction to traffic, or any vehicle that interferes with the proper and lawful use of the grounds.

410 IAC 19-1-6 Parking Appeals Committee; Application for Appeal

Sec. 6. A parking appeals committee shall be established in each institution and in the State Board of Health and shall consist of three employees appointed by the Superintendent and shall consider written appeals for waiving or revoking of the parking citations.

An appeal must be filed with the Institution/Board's business office no later than seven days after the Traffic Violation Notice was issued.

The time and place of an in-person appeal will be set at the time the application for appeal is received at the business office.

410 IAC 19-1-7 Grounds for Appeals; Continuances

Sec. 7. Each individual has the right to appeal the issuance of any parking citation to the appeals committee. Requirements for filing appeals are:

1. Appeals are to be prepared in writing on the "Request for Appeal" form provided by the business office. Written explanations, supporting statements or memoranda must be attached to the "Request for Appeal" form; and
2. In order for an appeal to be considered by the appeals committee, it must be filed with the applicable business office within seven (7) days after the receipt of the violation notice.

The appeals committee will advise the individual, by mail, of the decision on the appeal. The decision of the committee is to be mailed within ten (10) days after the review date.

Continuances for applicants desiring to appear before the appeals committee in person:

1. The individual has the right to have the consideration of the appeal postponed to a later date if the individual chooses to appear in person before the committee;
2. Subsequent requests for continuances will be granted only upon showing of good cause;
3. Request for continuances must be communicated by telephone or letter to either the business office or a member of the appeals committee before the date that the appeal is scheduled to be considered;
4. If a continuance is granted, the individual will be responsible for contacting the business office above to learn the date, time, and place at which the case will be considered unless the date was set at the time of the request.

ISD Policy P-1-49
Revised 1/96
Personnel

Title: **Moving Requests**

Purpose: The purpose of this policy/procedure is to provide staff of Indiana School for the Deaf a consistent procedure in order to request moving of articles, office(s) or furniture etc.

Definition: **Moving Request** – the request made by a staff person to have articles in their office moved, furniture moved from one area to another or the total and complete move of the office area to a different area.

Policy: It is the policy of the Indiana School for the Deaf to provide adequate notice to staff who are required to move furniture, articles within an office, and/or complete office(s). This will ensure the proper notice is given and the move(s) are scheduled appropriately.

Procedure: Staff requesting a move, shall acquire from the business office the “moving Request” form

Moving Request forms shall be completely filled out accompanied by the original work order and have the division director’s signature.

Moving Request form incorrectly filled out will be routed back to the originator of the request.

Moving Request form should be sent to physical plant at least thirty (30) days in advance if possible. Superintendent and/or Assistant Superintendent’s approval is required in cases where appropriate notice is not given.

Movers will not be responsible for boxing personal belongings or the emptying of drawers.

All boxes will be sealed and must be clearly marked with information pertaining to the destination of said articles. Boxes should be labeled “FRAIGLE” if breakable items are included in the box.

Moving Request shall be sent to the physical plant director who shall be responsible for appropriately routing paperwork within physical plant department.

Physical Plant department shall notify originator of request within seven (7) to ten (10) working days. At that time, a date for moving shall be established.

In case of emergency, physical plant shall notify originator of request if date must be changed.

ISD Policy #P-1-48
Revised 1/96
Personnel

- Title:** Report of Vandalism
- Purpose:** To provide a policy/procedure for reporting vandalism in or on school property.
- Definition:** Vandalism – is defined as “want on destruction” of property that does not belong to the individual. A “vandal” willfully destroys personal property that is not their own.
- Policy:** It shall be the policy of Indiana School for the Deaf that all vandalism be reported to your supervisor immediately, with any pertinent facts that individual reporting vandalism has ascertained regarding the vandalism.
- Procedure:** Staff must report any vandalism to their immediate supervisor.
- Supervisor shall then investigate the vandalism and be responsible for reporting details of the damage to their division director.
- The division director is responsible for completing the “Report of Vandalism” form and routing to the physical plant department for an estimate cost report for the damage.
- Report of Vandalism forms may be secured through the business office.
- Report of Vandalism forms must be completely filled out and accompanied with the original work order and must have the division directors signature.
- Forms incomplete or improperly completed, will be routed back to the division for proper verification for requested work.
- Upon receipt of in the physical plant department, the assigned foreman or their designee shall ascertain the estimate cost to repair the damage, filling in the section on the form appropriately.
- The completed form shall then be routed back to the originator for review.

APPROVED BY:

Superintendent George Stailey _____

Date this _____ day of _____

Instructions for person or persons delegating work orders

Work Order Flow Steps

1. Only one request per work orders.
2. Fill out work order completely and legibly.
3. If a special time is required to complete the work or gain access to a certain area, please indicate the time and date.
4. Please sign work order with complete name.
5. Work orders should be submitted to building supervisors or department heads for approval and their signature.
6. Building supervisors or department heads will retain the last copy of the work order.
7. Building supervisors or department head will send work order to Physical Plant Department to the attention of John Rahn or Donnie Knight.
8. The building supervisor or department head, will retain all parts (i.e.: door handles, window cranks, etc) that are useable to complete the work order.
9. Emergency requests may be called in by anyone at anytime. Examples are: heating, air conditioning, plumbing and electrical problems; air, steam, and water repairs; any strange odors or smells; door and lock problems. Please call Donnie Knight at EXT 217, Casper Brown at EXT 239, or (lastly) the Physical Plant Department Secretary at EXT 405.

Instructions for Physical Plant Personnel receiving work orders

When work orders are received, Physical Plant will proceed with the following steps:

1. Physical Plant Department Secretary will assign work orders.
2. Work orders will be assigned a priority code number.
3. Work orders will be assigned to proper tradesperson.
4. At the end of the first week of each month a 30 day end of period report will be sent to all building supervisor or department heads. The report will list all completed as well as not completed work orders.
5. When parts must be ordered to complete a work order, the time limit will be extended until the parts are received.

General SRF Information

When you make payment:

1. Be sure no tax is charged. If tax is charged, you are responsible for paying the tax.
2. Complete the Tax Exempt Form which is included.

After the Activity:

1. The receipt, tax exempt form, and any cash must be turned in to the Business Office within 24 hours.
2. If you turn in money, stay while the money is counted and a receipt is written.
3. If your initial check was not enough to cover the activity, fill out another SRF Form for the money owed to you.
4. If receipts have not been turned in from a previous activity, a new SRF request will not be processed.
5. Keep copies of SRF forms, checks, and receipts for your own files.

Student Recreation Fund

(How to complete the form)

- Instructions:** All SRF Forms must be completed **two (2) weeks** before the check is needed.
- Date:** Put the date you are making a request for the SRF money.
- SRF Account Number:** The Account Number you are requesting from.
For example: Preschool is D-05
Elementary is D-23
Middle School is D-19
High School is D-25
- Sponsor:** Name of the person requesting the money and coordinating the activity.
- Item(s) to Purchase:** List the item(s) you are planning to purchase with the SRF money you are requesting. The person requesting the money is responsible for contacting vendors/stores to get prices for the different items. You are required to total up the prices of the items on the bottom of the form.
- Price:** List the price for each item.
- Justification of Purchase:** You need to explain why the money is needed, what it will be used for, and how it will benefit the students involved.
- Vendor Information:** This information is required so the check will be made out to the appropriate vendor. For your own protection, it is recommended that you not use own name as the vendor. You need to fill out the address and telephone number of the vendor.
- Signature of the Sponsor:** The person coordinating the activity must sign his/her name before the form is handed to the Supervising Teacher for approval. If approved, the Supervising Teacher will sign after the sponsor's signature and the form will be sent to the Principal's office to be signed and sent on for processing.

STUDENT RECREATION FUND REQUEST FORM

DATE: _____

SRF ACCOUNT #: _____

SPONSOR(S): _____

ITEM(S) TO PURCHASE

PRICE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

****FOR BUSINESS OFFICE USE ONLY****

ACCOUNT BALANCE: \$ _____

TOTAL PURCHASE: \$ _____

NEW BALANCE: \$ _____

FUND AVAILABILITY APPROVAL

APPROVED BY: _____

DATE: _____

VOUCHER #: _____

JUSTIFICATION OF PURCHASE(S)

VENDOR INFORMATION

VENDOR NAME: _____

VENDOR'S ADDRESS: _____

VENDOR'S TELEPHONE NUMBER: _____

SPONSOR'S SIGNATURE: _____

EDUCATIONAL FIELD TRIP REQUEST FORM

Must be completed at least two weeks prior to the field trip.
(COPIES OF APPROVED FORM MUST BE SENT TO THE DORMITORY, CASE CONFERENCE SECRETARY AND HEALTH CENTER
BY THE SUPERVISING TEACHER)

Teacher(s): _____

Subject(s): _____

Class(es) Involved:

Number of Students Involved: _____ (Attach a typed list in alphabetical order)

Date of Trip: _____

Field Trip Site: _____

Address: _____

Please list directions/route you will take:

Departure Time: _____

Return Time: _____

Type of Transportation Needed: (Attach a copy of the Transportation Request Form):

_____ Information Regarding Field Trip Submitted for Department Newsletter

_____ O.T. and P.T. Schedules Checked - o Conflict

_____ Case Conference Schedule Checked

Approval _____

Your Field Trip has been: _____ Approved _____ Disapproved

Comments: _____

Signature: _____ Date: _____

**ISD Policy #D-1-1
Revised 12/95
Dietary**

Title: Preparation of special food request

Purpose: The purpose of this policy/procedure is to implement a process within which various departments may order food to be prepared by ISD Dietary Department for school functions such as picnics, parties and campout, etc.

Definition: Special Food Requests – is defined as a request for prepared food other than normal. Breakfast, lunch, and dinner. Examples of situations where special food requests would be implemented are: picnics, parties, etc.

Policy: The Indiana School for the Deaf (ISD), Dietary Department, will cooperate with all departments making request for specially prepared food(s) attempt to meet these requests, provided the following procedure is adhered to.

Procedure: Individual requesting special food shall fill in the appropriate information on State Form 28476

The dietary department will require individual and/or department requesting special food preparation to obtain approval from assistant superintendent/student life or department supervisor/designee before honoring any request.

Food requests for picnics, parties and campouts must be submitted, to the dietary department, at a minimum of two weeks in advance. One month's notice is preferable, especially for a large numbered event.

All functions require a FORTY EIGHT (48) HOUR CANCELLATION NOTICE.

The dietary department requires insulated cooler for safe food transport. Please be aware that the Diet Department DOES NOT provide these coolers, however, we will provide ice for the coolers.

FOOD REQUEST

DATE WANTED: _____ PICK UP TIME: _____ A.M./P

FOR: (NAME OF EVENT)

HOW MANY PEOPLE? CHILDREN _____ ADULTS _____

WHERE: (LOCATION)

NUMBER OF MEALS: (IF APPLICABLE)

PERSON RESPONSIBLE: _____
(PLEASE PRINT) / (SIGNATURE)

YOUR PHONE EXTENSION: _____

LIST OF FOOD WANTED AND PAPER PRODUCTS:

APPROVAL-SIGNATURE

DIETITIAN

INDIANA SCHOOL FOR THE DEAF DIRECTORY

When placing a telephone call to ISD if you do not have a TTY machine (teletype communication device) or have had difficulty reaching someone to talk to, please follow these steps to utilize Relay Indiana and complete your communication.

Relay Indiana:

- Step One:* Call Relay Indiana Statewide toll-free number at 1.800.743.3333 TTY/V
Step Two: Tell the relay agent to dial the party to whom you wish to contact

Main Switchboard.....	(317) 924.4374 V/TTY
Superintendent's Office.....	(317) 924.8400 V/TTY
Principal's Office.....	(317) 924.8402 TTY
Dean of Students' Office.....	(317) 924-8403 TTY
Human Resource/Operational Services Office.....	(317) 924.8401 V/TTY
Athletic Director's Office.....	(317) 920.6380 V/TTY
Outreach Director's Office.....	(317) 920.6311 V/TTY
Preschool Department.....	(317) 920.6256 TTY
Elementary Department.....	(317) 920.6260 V/TTY
Middle School Department.....	(317) 920.6323 TTY
High School Department.....	(317) 920.6223 TTY
Girls' Residential Hall.....	(317) 924.8410 V/TTY
Boys' Residential Hall.....	(317) 924.8411 V/TTY
Raney Hall.....	(317) 920.6294 V/TTY
Willard Hall.....	(317) 924.8412 V/TTY
FAX.....	(317) 923.2853

- Contact Residence Hall to report absences on Sunday
- Contact department assistant principals to report daily school absences